



Beaumont Lodge
PRIMARY SCHOOL
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Special Educational Needs and Disability (SEND) Policy

Signed...D.Burgess..... (Chair of Governors)

Date...10.10.2024.....

Signed...D.Solla..... (Headteacher)

Date...10.10.2024.....

Reviewed: September 2024

Beaumont Lodge Primary School

Brief Overview

Beaumont Lodge Primary School's SEND Policy helps make sure all pupils, including those with Special Educational Needs and Disabilities (SEND), can learn and succeed. The school follows important rules that guide how we support pupils with different needs. We work to find out about any extra help a child might need as early as possible. We give support in the classroom and through extra lessons if needed. The school works closely with parents and other experts to make sure every child gets the help they need to learn and feel part of the school.

Special Educational Needs and Disability (SEND) Policy

Beaumont Lodge School is an inclusive school, all staff are trained in Autism, ADHD, and Dyslexia. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety. All of our school policies are interlinked and should be read and informed by all other policies.

This SEND policy is written to comply with the 2014 Children and Families' Act and its SEND Code of Practice together with the Equality Act 2010.

The SEND team at Beaumont Lodge Primary School

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to:

Rebecca Desborough – SENCo

David Burgess – SEND link Governor

Sue Graham – Family Support Worker

Please make an appointment with the school office if you wish to speak to the SENCo and/or Family Support Worker

Headlines from the 2014 Code of Practice

Education, Health and Care Plans (EHC Plans) are used to support children from birth – 25 years.

All children are closely monitored and their progress tracked each term. Children with SEND are additionally tracked through termly target tracking meetings by the SENCo, Class Teacher, Deputy Head and Headteacher.

There are four broad categories of SEND:

- o Communication and interaction (such as autistic spectrum and language disorders)
- o Cognition and learning (such as dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)

o Social, emotional and mental health (such as ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties)

o Physical and sensory (such as hearing or vision impaired)

We have children in all these categories of SEND, and some children may have difficulties in more than one category. This may include children with a diagnosis as well as those with learning profiles consistent with the diagnosis.

- We strive to work closely with parents and children to ensure that we take into account the child's own views and aspirations and the family's experience of, and hopes for, their child. Families are invited to be involved at every stage of planning and reviewing SEND provision for their child.
- All children benefit from 'Quality First Teaching': this means that teachers assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.
- We have high expectations of all our children. Tracking and monitoring of our SEND children is in line with whole school practice.

Defining SEND

The 2014 Code of Practice says that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Taken from 2014 SEND Code of Practice: 0 – 25 Years; Introduction xiii and xiv

SEND at Beaumont Lodge Primary School

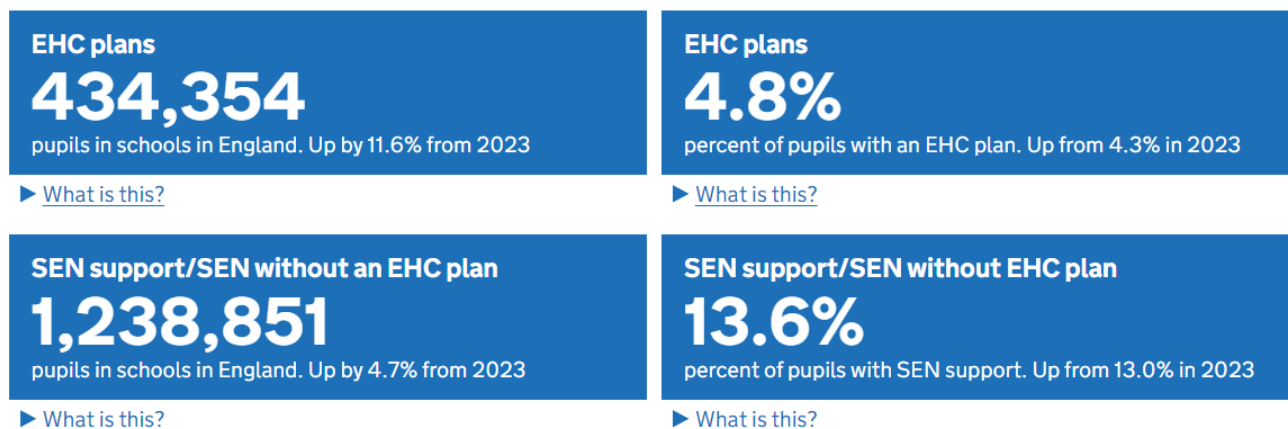
Our objectives are:

- To identify, at the earliest opportunity, barriers to learning for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents and families

- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to this document.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Around 25% of our children are either at SEND Support (SENS), are in receipt of top up funding or have EHC Plans. This is above national average (13.6 % currently for children at SENDS and 4.8% for pupils with an EHCP) which means that all teachers expect to have children with SEND in their classes.

National Data – 2023 - 2024



Over 1.6 million pupils in England have special educational needs (SEN)

An increase of 101,000 from 2023. This includes the number of pupils with an education, health and care (EHC) plan and the number of pupils with SEN support, both of which continue a trend of increases since 2016.

- The percentage of pupils with an EHC plan has increased to 4.8%, from 4.3% in 2023.
- The percentage of pupils with SEN (SEN support) but no EHC plan has increased to 13.6%, from 13.0% in 2023.

The most common type of need for those with an EHC plan is autistic spectrum disorder and for those with SEN support is speech, language and communication needs.

At our school, children with SEND are identified through one of three assessment routes, all of which are part of our comprehensive approach to monitoring the progress of all pupils:

Regular Pupil Progress Meetings

The progress of every child is reviewed regularly. If a child is identified as not making expected progress despite Quality First Teaching, the SENCo collaborates with the class teacher to develop a plan of action. This plan is shared with parents to ensure transparency and support.

Classroom Observations and Monitoring

Class teachers are vigilant in observing pupils' learning. If a child, as outlined in the 2014 Code of Practice, shows progress that:

Is significantly slower than that of their peers starting from the same baseline;

Does not match or exceed their previous rate of progress;

Does not close the attainment gap between the child and their peers;

the teacher will investigate further to identify potential causes and involve the SENCo where necessary.

Parental Concerns

Parents may request a closer evaluation of their child's learning. All such requests are taken seriously and thoroughly investigated. Often, the issue can be addressed through Quality First Teaching or additional parental support. If further support is needed, a graduated response will be implemented, which may include placing the child on the SEND register at SEND Support (SENS).

The SENCo or other trained staff may carry out a range of standardised assessments to further support teachers' understanding of a child's needs. These assessments are used to complement and enhance the school's ongoing observations and evaluations.

While the school can identify special educational needs and provide tailored support, we do not offer medical diagnoses. If parents suspect their child has an underlying medical condition or disability, we recommend they consult their GP for further guidance.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. Children receiving interventions will have their progress tracked throughout the time they are receiving the support and the outcome of these will be shared with families.

A formal written end of year report will be sent at the end of the summer term. Other informal meetings may be scheduled at other times throughout the year and parents are welcome to seek advice and support about their child at any pre-arranged time.

Reporting and reviewing support for children at SENS (SEND Support)

Once a child has been identified as SENS, some of the following documents may need to be completed. This means that the child has outcomes that are in addition to their class targets:

Early monitoring form (BERA with a focus on need)

Pupil outcome plan

Intervention group outcomes

Checklists

Assessment records

Schools internal monitoring paperwork – Pupil Outcome Plan (POP)

Element 3 funding

Positive Handling Plan (PHP)

Referral for medical needs (FYPC service referral form)

Proposal for Education, Health and Care Plan

Referral to an outside agency listed below:

Speech and Language Therapist (SALT)

Early Help

Educational Psychology Service (EPS)

Learning, Communication and Interaction Team (LCI)

Vision and Hearing support service (VS and HS)

Primary Social, Emotional and Mental Health Service (SEMH)

Family Support/ Early Help Assessment (EHA)

School Nurse

Education Welfare Officer (EWO)

Moving to an EHC Plan (Education, Health and Care Plan)

Following consultation between families, school and relevant outside agencies, we may consider applying for and Education, Health and Care Needs Assessments if:

The child has not made expected progress despite the school having taken relevant and purposeful action to identify, assess and meet their SEND;

The child has a disability which is lifelong and which means that they will always need support to learn effectively;

The child's achievements are so far below their peers that we think it likely that they may at some point benefit from special school provision;

Having a diagnosis (e.g., of ASD, ADHD or dyslexia) does not necessarily mean that a child needs an EHC Plan.

The process is:

A request for Statutory Assessment is made by anyone concerned about the child's SEND. A parent can ask for an Independent Support (SENDIASS) to help with this process.

The request is considered by the Local Authority and a decision made whether to proceed with the assessment.

If the request is agreed, the Local Authority will gather reports and relevant documentation from the child, their family and all agencies involved in supporting them.

If the application for an EHC Plan is successful, a member of the Local Authority known as an ECHIO will contact parents and a letter will be sent in to school with a copy of the FOSA (findings of statutory assessment). At this point parents can request an Integrated Assessment Meeting (IAM) which will involve parents, the child and the school, together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face.

The Local Authority arranges a Resource Allocation Panel (RAP) meeting to make a final decision.

Following the RAP meeting, if agreed, the LA will produce the EHC Plan which will record the decisions made at the meeting. The Plan will be reviewed at least annually and school will invite families and all agencies involved with the child. This is called an Annual Review meeting and the outcomes are recorded on an Annual Review return and sent to the Local Authority.

If the RAP does not agree to an EHC Plan, the family is given the right to appeal.

Teaching and learning

At Beaumont Lodge Primary School, we are committed to inclusive teaching practices that ensure all children, including those with Special Educational Needs and Disabilities (SEND), can access the full curriculum alongside their peers.

Key Principles

Inclusive Classroom Environment

All children, regardless of their needs, are taught primarily by their class teacher.

Teaching Assistants (TAs) are deployed strategically to complement teacher-led instruction, ensuring that support focuses on outcomes rather than fostering dependency.

Promoting Independence

Our aim is to empower children with SEND to work as independently as possible.

TAs are assigned based on the individual needs and specific goals of the child, rather than providing constant, one-to-one support.

Targeted Interventions

The school maintains a **provision map** outlining a range of evidence-based interventions designed to meet the diverse needs of children with SEND.

Each intervention is selected based on the child's unique learning profile to ensure a tailored approach.

Monitoring and Reviewing Interventions

Interventions are planned and delivered in structured blocks.

Progress toward outcomes is reviewed regularly:

Class Teachers monitor progress during the intervention.

The SENCo evaluates the overall impact of the intervention at the end of the block.

After review, decisions are made to either:

Continue the current intervention;

Introduce a different intervention;

Provide a period of consolidation within the classroom.

The SENCo routinely reviews interventions to identify successful strategies and refine practices across the school.

High Expectations and Challenging Targets

Targets for children on SEND Support (SENS) are ambitious, aiming to narrow the attainment gap between them and their peers.

Interventions are a key tool in achieving this, and their success is measured through regular assessment and adjustment.

Adaptations to the Curriculum, Teaching, and Learning Environment

At Beaumont Lodge Primary School, we are committed to creating an inclusive and accessible environment that meets the diverse needs of all our pupils.

Physical Accessibility

The school is largely disability-friendly, situated on one level to ensure ease of access for all.

Wide corridors and accessible toilets are available to support pupils with physical or sensory disabilities.

Adjustments to the environment or building are made as necessary, in line with the **BERA Inclusive Schools document**, to meet the specific needs of individual children.

Inclusive Classrooms

All classrooms are designed to be inclusion-friendly, ensuring teaching methods and resources cater to children with tendencies toward dyslexia, dyspraxia, Autism Spectrum Disorder (ASC), and other additional needs.

Inclusive teaching benefits all children and is vital for those who rely on these strategies for their learning success.

Curriculum Access

All children, including those with SEND, have access to the full National Curriculum, with necessary adaptations to ensure accessibility and engagement.

We recognise and celebrate achievement in all curricular areas, emphasising strengths and progress.

Differentiation and Multi-Sensory Approaches

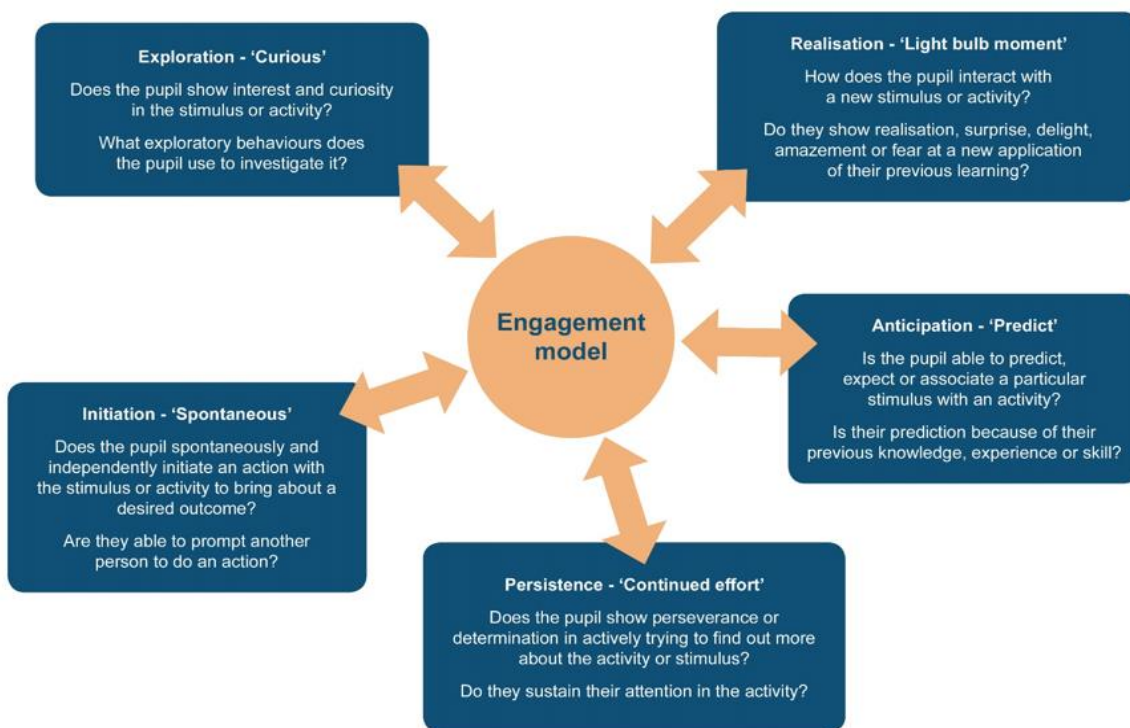
Curriculum content is adapted to meet individual needs.

Teachers use a range of strategies, including visual aids, tactile resources, and concrete materials, to make learning accessible and engaging.

Engagement Model

For children performing significantly below age-related expectations who are unable to follow the National Curriculum, the **Engagement Model** is implemented.

This model focuses on supporting children in developing essential skills, fostering engagement, and promoting meaningful learning experiences tailored to their needs.



The guidance sets out the statutory requirements for using the engagement model to assess pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 (KS1) and key stage 2 (KS2). It describes best practice on how to use the engagement model, to support teachers and staff involved in assessing the progress of these pupils, and can be used by schools from September 2020. Schools are required to use the engagement model.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make amendments and adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND, disability or medical needs.

Staff expertise

All of our teachers are trained to work with children with SEND. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites.

Some of our TAs have expertise and training on other areas or specific interventions. All TAs work with children with SEND and Disabilities.

If we identify information we cannot access without the aid of additional, more specialist help, the school is able to access additional expertise from the LA. This includes access to Educational Psychologists and Advisory Teachers.

Children with Social, Emotional, and Mental Health (SEMH) Needs

At Beaumont Lodge Primary School, we recognize the importance of supporting children with social, emotional, and mental health needs to ensure their well-being and access to education.

Understanding Behaviour

- **Behaviour itself is not classified as an area of SEND.**
- Where consistent behaviours impact progress, the class teacher will assess the child's needs, considering family circumstances and the child's history of experiences.

Trauma and Home-Based Factors

- If behaviour is linked to trauma or home-based experiences, such as bereavement or parental separation, the school may refer the family to relevant external agencies for support.

Addressing Mental Health Needs

- If parents or the school have concerns about a child's mental health, we encourage parents to seek a referral to **Child and Adolescent Mental Health Services (CAMHS)** via their GP.
- The school may also make referrals to CAMHS through the **Educational Psychologist** or **School Nurse**.

Support for Long-Term SEMH Needs

For children with long-term social, emotional, or mental health challenges, such as anger management or emotional dysregulation, we provide:

- **Emotional support programmes** tailored to individual needs.
- **Social skills interventions** and **nurture group sessions**, offered 1:1 or in small groups.
- **Individualised learning opportunities** through our Internal Alternative provision (IAP) in KS1, delivered by our Family Support Worker, SEMH Champion, and a trained TA. This approach promotes emotional regulation and builds confidence in a variety of indoor and outdoor areas.
- Interventions led by trained staff who develop strong, trusting relationships with the children.

Behaviour Management

- All children's behaviour is managed consistently in accordance with our **Behaviour Policy**, with reasonable adjustments made to meet individual needs.

Anti-Bullying Commitment

- The school has a **zero-tolerance approach to bullying**, particularly when directed towards children with SEND.
- Allegations of bullying are actively investigated, and where necessary, support is provided to both the victim and the perpetrator to improve social skills and relationships.

Transition arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from the nursery - as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visit to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet or social story

Transition to Secondary School

The secondary school SENCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g., extra visits, travel training etc.

Enhanced transition arrangements are tailored to meet individual needs.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Leicester City Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. The Local Offer is available from the website [SEND local offer | LCC Family Hub](#). You can also access services that support children and young adults with SEND from the website <https://mychoice.leicester.gov.uk/>.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout school.

Review framework

This policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Signed: D.Solla	Headteacher	Date: 10.10.2024
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Signed: D.Burgess	Chair of Governors	Date: 10.10.2024
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Review date: September 2024

Policy compiled and adopted by:

Rebecca Desborough Beaumont Lodge Primary School